DOCUMENT RESUME

ED 068 386 SO 003 149

TITLE	United States History: From Community to Society. Unit Three: The English Settlement of North America. Grade Six. Project Social Studies.
INSTITUTION	Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	68
NOTE	48p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activity Units; American History; *American Indian Culture; American Indians; *Colonial History (United States); Colonialism; Concept Teaching; *Cross Cultural Studies; Curriculum Guides; Elementary Grades; Grade 6; Inquiry Training; Puritans; Resource Units; Skill Development; *Social Studies Units; *United States History
IDENTIFIERS	*Project Social Studies

ABSTRACT

This third in a series of resource units designed for sixth grade students and produced by the Project Social Studies Curriculum Center deals primarily with the English settlement of North America. Pupils study similarities and differences in the English settlements of Jamestown and Plymouth by using case studies. English contact with the Indian groups is examined, and English settlements are compared to the French and Spanish Colonial patterns. The format of the unit is described in Unit I SO 003 147, and detailed information on course objectives, teaching strategies, and program descriptions are provided in the teacher's guide SO 003 146. Other related documents are SO 003 148 through SO 003 153. (Author/SJM)

ED 068386

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Grade Six

Unit Three: The English Settlement of North America

SO 003 149

RESOURCE UNIT

These materials were developed by the Project Social Studies Curriculum Center of the University of Minnesota under a special contract with the Cooperative Research Division of the United States Office of Education. (Project HS-045)

1968

FILMED FROM BEST AVAILABLE COPY

i

OBJECTIVES

This unit should make progress toward developing the following:

GENERALIZATIONS

1. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

2. People living in the same type of environment use it differently, depending upon their cultural values, knowledge, and technology.

SKILLS

1. Attacks problems in a rational manner.

   a. Uses sub-questions to guide the collection of relevant data.

2. Locates information efficiently.

   a. Skims to locate information.

3. Gathers information effectively.

   a. Reads to find the answers to questions and to organize what is read.

   b. Gains information in the process of constructing models.

   c. Gains information by studying pictures.

   d. Gains information by studying films.

3. Evaluates information.

   a. Checks on the accuracy of information and decides how much faith to put in a source.

      1) Checks facts against his own background of information and collects additional information when he needs it to check the facts.

      2) Checks on the bias and competency of witnesses and other authors.

         a) Notes whether author would be hurt by an opposite report, what his purpose was in preparing his account, what attitudes he expresses, what connections he may have which might affect his attitudes.

   b. Looks for points of agreement and disagreement among witnesses and authors

   c. Chooses the most reliable sources of information in terms of bias and competency of authors.

4. Organizes and analyzes information and draws conclusions.

a. Generalizes from data.

ATTITUDES

1. IS CURIOUS ABOUT SOCIAL DATA.

OBJECTIVES

OUTL

A. IS CURIOUS ABOUT SOCIAL DATA.

I. Through colonization, the En
their culture, consequently
of the environment. Their t
reflected the prevailing con
and economic systems in the

S. Uses sub-questions to guide the collection of relevant data.

S. Chooses the most reliable sources of information in terms of bias and competency of authors.

OUTLINE OF CONTENT

I. Through colonization, the English extended to the New World their culture, consequently altering native control and use of the environment. Their theories of colonial utility reflected the prevailing concepts of the political, religious, and economic systems in the mother country.

TEACHING PROCEDURES

MATERIALS

Initiatory Activities

1. Have each pupil write an essay in which he describes what he already knows about the Plymouth settlement. (Do not use Jamestown, as several students have already read Dear Bought Land.) If necessary suggest topics such as the people's religion, their politics, their clothes, their houses, etc. Have several pupils read their essays to the class. Ask: Where did you get your impressions? Remind the pupils that these essays will be used later for comparison.

2. Instead of #1, have each pupil draw a picture of a typical Pilgrim couple. Show the pictures and ask: Where did you get your ideas about the Pilgrims? Have pupils check the texts to see if they can find similar pictures. Obtain volunteers from among the girls to investigate Pilgrim dress in order to find out if it coincides with the pupils' images.

U. S. history textbooks.

3. Have each pupil, using the generalizations about colonization and skills of collecting information learned in Unit II, prepare a study guide for himself on English settlement of North America. Suggest that the guide should include some basic features such as:

   a. What kinds of information would you like to know about the area to which the settlers are migrating? Why would you want to know this information?

   b. What kinds of information would you like to know about the potential settlers? Why would you want to know this information? What sources would you think might be most reliable?

S. Uses sub-questions to guide the collection of relevant data.

c. What kinds of information would you have to know about the actual settlements at Jamestown and Plymouth to be able to compare them with the French and the Spanish? Where would you try to find this information? What sources would be most reliable, if you could find them?

Give the pupils ample time to think through this study guide. Permit them to consult their notes and charts from Unit II. Have them work in class at first, so that you can aid those who do not understand what to do.

4. Have two pupils put their study guides on the blackboard. They have the class discuss these guides and compare these with their own. Have pupils make whatever corrections, recommendations, or additions seem advisable. The teacher may add any major points which he feels have been omitted. Have the class agree on one guide as the chief one for this unit. The guide can then be used either for individual or group work, depending on activities chosen for the unit.

5. Divide the class into two large groups, one which will concentrate on Jamestown and one which will concentrate on Plymouth. Then have each of these large groups subdivide into three groups, with each of these subdivisions responsible respectively for parts a, b, and c of the study guide for their particular settlement. Make certain each sub-group has a leader. If possible, the large group should have a coordinate leader. (The teacher may have to fulfill this function himself as it may be too difficult for a pupil.) Have the sub-groups collect those materials which they can find on their subjects in school and local libraries. (The teacher can provide other materials for classroom use, such as texts, pictures, etc.) Have pupils bring the materials to class and begin work on them there where they can be supervised; such supervision should help them get a good start on their search.

to know about the actual
be able to compare them
ould you try to find this
reliable, if you could

gh this study guide.
arts from Unit II.
you can aid those who

e blackboard. They have
nese with their own.
mendations, or additions
or points which he feels
one guide as the chief
ed either for individual
n for the unit.

which will concentrate
on Plymouth. Then have
ree groups, with each
y for parts a, b, and
tlement. Make certain
e large group should
ave to fulfill this
or a pupil.) Have the
can find on their
teacher can provide
xts, pictures, etc.)
begin work on them
rvision should help

Use library resources, texts, etc.
See particularly: Fishwick, Jamestown, The First English Colony; Ziner, The Pilgrims and Plymouth Colony; Rutman, Husbandmen of Plymouth; Tunis, Shaw's Fortune; Morison, Old Colony of New Plymouth; Gardner, et.al., Case Studies in Am. Hist., Vol. 1., cases 3 and 4.

S. Skims to locate information.

S. Reads to find the answers to questions and to organize what is read.

S. Skims to locate information.

S. Reads to find the answers to questions.

S. Gains information in the process of constructing models.

6. In lieu of #5, have pupils individually try to find the answers to the questions in parts a, b, and c of the pupil guide. To make it possible for the largest number of pupils to have access to the largest number of materials, collect texts, local and school library materials, encyclopedias, project materials, etc., and make them available for use in the classroom.

7. Have the class skim [illegible] selections on the Jamestown and Plymouth settlements so that each pupil can get an overview of the unit. Before the class begins the reading, review methods of skimming. After pupils have skimmed the material, discuss: Which of the questions in the student guide do the texts seem to answer fully? Which do the texts seem to answer only in part? Which questions need further investigation?

8. Have some pupils (preferably those on the Jamestown committee if #5 is used) read Shaw's Fortune to find answers to as many questions on the pupil guide as possible. Have one pupil prepare an oral report to be given later to the class, describing the growth of this plantation from its beginning to the 1660's.

9. Have some students (preferably those on the Jamestown committee if #5 is used) who have already read Dear Bought Land consult it to see which of the questions on the pupil guide it answers about Jamestown and which it does not answer.

10. Have some good readers (preferably ones from the Plymouth committee if #5 is used) consult Morison's Old Colony of New Plymouth to see what answers they can find in it to the questions on the student guide.

11. Have some pupils from each of the large committees, if #5 is used, make a large scale model of the first year's settlements which their committee is studying.

to find the answers to upil guide. To make it have access to the local and school terials, etc., and n.	Use texts, library resources, etc. e.g., Ziner, The Pilgrims and Plymouth Colony; Fishwick, Jamestown; Rutman, Husbandmen of Plymouth; Morison, Old Colony of New Plymouth; Tunis, Shaw's Fortune.
Jamestown and Plymouth rerview of the unit. methods of skimming. cuss: Which of the seem to answer fully? rt? Which questions	Texts of varied reading levels.
mestown committee if swers to as many ave one pupil prepare s, describing the to the 1660's.	Tunis, Shaw's Fortune.
Jamestown committee if t Land consult it to e it answers about	Latham, Dear Bought Land.
the Plymouth committee of New Plymouth to see tions on the student	Morison, Old Colony of New Plymouth.
ittees, if #5 is used, settlements which	

G. The migration of peoples from one part of the world to another also involves the movement of cultures and material objects, thus resulting in changes in the use of the area to which the people migrate.

S. Checks on bias and competency of witnesses.

S. Looks for points of agreement and disagreement among witnesses and authors.

S. Checks on bias and competency of witnesses.

S. Gains information by studying films.

12. Have some pupils, from each of the committees if #5 is used, consult available sources to find out what Indian-White relations were like, in Jamestown and Plymouth. The Jamestown people should concentrate on relations with Powhatan and should analyze the various Pocahontas stories; the Plymouth people should concentrate on relations with Massasoit and should analyze the various Squanto stories.

Developmental Activities

13. Read to the class John Smith's description of the first years at Jamestown. It will be necessary to explain the use of old English words. Discuss with the class Smith as a reliable source, noting motive, attitudes, timing of writing, Smith's background, etc.

14. Have the pupils who have read Dear Bought Land compare Smith's accounts with that of Latham's. Have them try to explain why the accounts do or do not differ. Have someone answer these questions: Does Latham seem to respect Smith as a leader of the colony? What impression does she give of the truthfulness of his journal? Where did Latham get her knowledge of what happened in Jamestown?

15. Show the film, the Jamestown Colony. Have pupils take notes on the following points as they watch the film: 1) What kinds of people came? 2) For what reasons did they come?

committees if #5 is used, consult Indian-White relations were like, mestown people should concentrate ild analyze the various Pocahontas d concentrate on relations with arious Squanto stories.	Use library resources. Also, see Gardner, et., al., Selected Case Studies in American History, vol. 1, case 3.
ription of the first years at explain the use of old English h as a reliable source, noting g, Smith's background, etc.	Smith, Captain John Smith's America.
Bought Land compare Smith's ve them try to explain why the someone answer these questions: s a leader of the colony? What thfulness of his journal? Where t happened in Jamestown?	Latham, Dear Bought Land. Smith, Captain John Smith's America.
. Have pupils take notes on the film: 1) What kinds of id they come?	Film: Jamestown Colony: 1607-1620, Coronet.

S. Notes whether author would be hurt by an opposite report, what his purpose was in preparing his account, what attitudes he expresses, what connections he may have which might affect his attitudes.

S. Checks facts against his own background of information and collects additional information when he needs it to check the facts.

S. Generalizes from data.

S. Checks on the bias and competency of authors.

16. Have a good reader read the American Heritage article on John Smith. Or the teacher can tell the class about this discussion of Smith's veracity.

American Heritage, Vol. IX, #6, October, 1958, pp. 28-33, 110-111.

17. Hold a discussion on the veracity of the film on Jamestown. Pupils should compare the ideas presented in the film with what they have learned from other sources. Be certain to discuss the types of people who migrate, the roles they had in England, the roles they had in Jamestown, the reasons why these people migrated, their adaptation to the new environment, their homes in the New World, their hopes for the New World, etc. (Student participation in the discussion will vary, depending on whether activity #5 or #6 is used.)

18. Have pupils write an essay in which they compare the first experience of the Jamestown settlers with the first reactions and experiences of the Spanish conquistadors. Permit them to consult their notes on this unit as well as the materials they have from Unit II.

19. Read aloud the selections from Bradford's History which discusses the founding of Plymouth and describes the Mayflower Compact. Hold a class discussion on Bradford's reliability as a source, noting motive for writing, timing of writing, Bradford's background, etc.

Bradford, History of Plymouth's Settlement.

S. Looks for points of agreement and disagreement among witnesses and authors.

S. Chooses the most reliable source of information in terms of bias and competency of authors.

S. Gains information by studying films.

S. Checks facts against his own background of information.

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

II. Although England, like Spain bef
omic wealth from her colonies in
maxims, the different land and t
within the Atlantic colonies wer
patterns found in mainland Engla
differed from those in colonial

II. Although England, like Spain before her, hoped to gain economic wealth from her colonies in accordance with mercantile maxims, the different land and trade patterns which developed within the Atlantic colonies were reflections of the various patterns found in mainland England. These English patterns differed from those in colonial Spain.

20. Have the pupils who have read Morison's The Story of the "Old Colony" of New Plymouth compare Bradford's account with that of Morison's. Have them try to explain the differences and similarities which appear in the two works. Ask these questions: Does Morison seem to respect Bradford as a leader of the colony? What impression does he give of the truthfulness of his journal? Where did Morison get his knowledge of what happened at Plymouth?

Morison, Old Colony of New Plymouth.

21. Show the film, Plymouth Colony: The First Year. Have pupils take notes on the following points as they watch the film: 1) What kinds of people came? 2) For what reasons did they come?

Film: Plymouth Colony: The First Year, Coronet.

Hold a discussion on the veracity of the film, using pupil knowledge gained in activities #5-8. Be certain to discuss the types of people who migrated: the roles they had played in England, the roles they played in Plymouth, the reasons why they migrated, their adaptation to the new environment, their homes in the New World, their hopes for the New World, etc. (Pupil participation will vary, depending upon whether activity #5 or #6 was used.)

22. Have pupils write an essay in which they compare the first reactions and experiences of the Plymouth settlers with those of the settlers at Jamestown. Then have them compare the experiences of settlers at Jamestown and Plymouth with those of the Conquistadores in Tenochtitlan.

23. Check with the groups (if activity #5 was used) or individual pupils (if activities 6, 8, 9, and 10 were used) to make certain that they are prepared to discuss the economic activities of the Jamestown and Plymouth colonies. The selection of class activities to teach the economic development of the English colonies will depend largely on which initiatory activities the teacher and pupils have chosen and what materials are available. It may well be necessary to create some activities to fit what has preceeded, instead of the suggested activities below.

S. Checks data against his own background of information.

S. Generalizes from data.

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

S. Generalizes from data.

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

A. The plantation was the most c
of the Virginia settlement.

1. It was the chief surplus p
economy, a large scale com
operation.

A. The plantation was the most conspicuous economic feature of the Virginia settlement.

1. It was the chief surplus producing unit in the economy, a large scale commercial agricultural operation.

24. Divide the class into two groups. Have the pupils who have become experts on Jamestown make a drawing of a New England town and its economic activities. Have the pupils who have become experts on Plymouth, make a drawing of the economic activity of Virginia. Then have the "experts" criticize the drawings of the non-experts in light of their newly-acquired knowledge. Also have pupils check these pictures against the essays written in activity #1.

25. Have the pupils who investigated John Smith, compare and contrast the hopes he has for the economic development of Jamestown with that of the London Company which sponsored the settlers. Be certain pupils understand what the company was, how it operated, and how it hoped to make profits. Discuss the search for gold, raising of silk worms, grapes and other tropical crops and ultimate success of tobacco. Be certain to discuss the status of the settlers as the Company looked at them, as John Smith looked at them, and as they looked at themselves.

Use library resources.

26. Hold a discussion on this question: How significant was John Smith in the development of Jamestown? Draw on pupils' knowledge gained from the variety of sources they have read including his own works, the fiction used, encyclopedias, the American Heritage article, etc.

Use all available resources.

27. Have the pupil who has read Tunis' Shaw's Fortune report to the class on the development of that particular plantation, using the pictures and illustrations in the book. (If no pupil has read it, the teacher should give an illustrated talk on the plantation.)

Tunis, Shaw's Fortune.

Have a pupil who has consulted Tunis' Colonial Living show pictures of the implements and methods used by Jamestown farmers in cultivating tobacco.

Tunis, Colonial Living.

G. People living in the same type of environment use it differently depending upon their cultural values, knowledge, and technology.

2. The plantation was also
evident in the pattern
class structure.

3. Since plantation produc
it was closely linked t
Under the prevailing me
trolled and directed th
in the seventeenth cent
London factory; thus no
veloped in Virginia.

S. Generalizes from data.

2. The plantation was also part of a social system as evident in the pattern upon the land and in the class structure.

3. Since plantation products needed an overseas market, it was closely linked to international trade conditions. Under the prevailing mercantile maxims, England controlled and directed this colonial trade. The planter, in the seventeenth century, traded directly with a London factory; thus no native merchant class developed in Virginia.

28. Discuss with the class the development and marketability of tobacco. Describe the process whereby the tobacco got to the European consumers as well as who shared in the profit of the trade.

29. As a culmination to this section, discuss: Who was most pleased with the way the Jamestown settlement developed? The London Company? John Smith? the settlers? or the King?

30. Have each pupil compare the profits which the English got from Jamestown with the profits the Spanish got from Tenochtitlan. Have each either write an essay doing this or create a chart, using topics such as: articles or commodities of trade, methods of producing trade items, desirability in Europe of items produced, the patterns of trade between colony and mother country. (It is not necessary to use the words article or commodities of trade, patterns of trade, etc. Use words pupils can understand easily.)

3. People living in the same type of environment use it differently depending upon their cultural values, knowledge, and technology.

3. Gains information by studying pictures.

3. Checks on the bias and competency of sources.

3. Checks on bias and competency of witnesses and authors.

3. Looks for points of agreement and disagreement among witnesses and authors.

4. Indian-white conflict showed the incompatibility of Indian-white land use.

31. Using the charts or essays of #30, have the class discuss this question: Did the Jamestown settlement help seventeenth century England gain as much wealth from her colonies as sixteenth century Spain had?

32. The teacher should introduce the class to the subject of Indian-white relations at Jamestown by showing various portrayals of Pocahontas. Discuss the validity of the portrayals. Have the pupils discuss why she so captivated the English imagination. Review some of the stories still learned about her by American school children.

Use texts, library materials.

33. Have the pupils who have investigated Indian-white relations at Jamestown (activity #12) report to the class on their findings about Pocahontas, giving the sources they consulted. If they have not consulted John Smith himself, the teacher can read pertinent selections.

34. Have the pupils who have read Dear Bought Land give Latham's view of Indian-white relations in Jamestown. Have the pupils who investigated further into Indian-white relations (activity #12) discuss whether her account is reliable or not.

Latham, Dear Bought Land.

S. Checks on the accuracy of information and decides how much faith to put in a source.

S. Generalizes from data.

G. The migration of people from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

S. Generalizes from data.

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

G. People living in the same type of environment use it differently depending upon their cultural values, knowledge, and technology.

B. Transatlantic trade, begun to gain surpluses, was the most conspicuou the Massachusetts settlement.

tlantic trade, begun to gain profits from agricultural
ses, was the most conspicuous economic feature of
ssachusetts settlement.

35. Read aloud to the class John Smith's own view of the best policy of dealing with the Indians. Be certain to read his reactions to the crowning of Powhatan, giving swords and guns to the Indians, etc. Have the pupils discuss the implications of his and of the crown's policy for long-run Anglo-Indian relations. Be certain to review briefly Smith's reliability as a source.

Smith, Captain John Smith's America.

36. Have a pupil who has investigated the nature of Powhatan's tribe (activity #12) compare and contrast it with the other eastern woodland tribes, primarily the Iroquois studied in Unit I. Make certain pupils understand that in many ways the Powhatan group is unique.

37. Discuss: Did the Plymouth settlers benefit from the experiences of the Jamestown settlement? Elicit responses from those who have specialized on the Plymouth settlement but encourage the other class members to ask questions of the "experts" on this topic such as: Why didn't the New Englanders grow tobacco? (Remind them that it is grown today in the Connecticut River Valley.) Why did the Pilgrim Fathers call their settlement "Plimouth Plantation?"

1. Most New Englanders were farmers, and these farmers sought profits from their surpluses just as their Virginia counterparts had.

   a. Some villages had open field systems and others had closed field systems; these variations depended upon the pattern existing in the English village from which the influential migrants came.

   b. Although many New Englanders lived in houses clustered together in some pattern, surrounded by fields, many others did not. The town plan varied from place to place; this variety reflects the different patterns found in the English home villages of the migrants.

2. A small but effective merchant class developed to service the transatlantic trade.

   a. These merchants developed elaborate connections on both sides of the Atlantic for a variety of cargoes.

   b. As these merchants gained wealth and prestige, they attempted to challenge the political and social power of the ministers and magistrates.

. Checks on the bias and competency of witnesses.

38. Using materials available from Plimouth Plantation, the teacher or a pupil can show illustrations of farming, farm implements, and land patterns in the early settlement. As these illustrations are shown, review scenes from the movie shown in activity #8.

39. Have the pupils who have read Morison's Old Colony report to the class on the economic life of the settlement. Be certain that they discuss both farming and trade.

Using Tunis' Colonial Living, the teacher or a pupil can show the illustrations of the economic life of New England.

40. Have pupils read descriptions of Plymouth by Altham. Discuss his liability as a source. You may also read them some of John Smith's ...actions to New England.

th Plantation, the teacher or a ng, farm implements, and land these illustrations are shown, activity #8.	Plymouth Plantation materials. Rutman, Husbandmen of Plymouth.
's Old Colony report to the ettlement. Be certain that	Morison, Old Colony of New Plymouth, Chs. 14, 19, are most important on this topic.
cher or a pupil can show e of New England.	Tunis, Colonial Living.
outh by Altham. Discuss his o read them some of John Smith's	James, ed., Three Visitors to Early Plymouth (Plimouth Plantation publication)

S. Generalizes from data.

S. Generalizes from data.

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

S. Generalizes from data.

G. People living in the same type of environment use it differently depending upon their cultural values, knowledge, and technology.

3. Indian-white conflict showed the incompatibility of Indian-white land use.

41. Have each pupil write an essay in which he compares the trade of the Jamestown settlement with the trade of the Plymouth settlement.

    Have some pupils read their essays to the class and have the class discuss them. Have the pupils who have made models of these settlements show them to the class at this time (activity #11), and discuss whether or not the physical layout of the settlement reflected these differences in trade.

42. As a follow-up to activities #37 and #38, ask: Did the Plymouth settlers have as many difficulties with their sponsoring company as the Jamestown settlers had? Why did Plymouth develop a merchant class and Jamestown did not? Where did the merchant class live and work? Use these questions to help pupils understand the development of towns in New England and the lack of them in Jamestown.

43. Discuss: Who was the most pleased with the way the Plimouth Plantation developed economically? the London Adventurers? the settlers? or the King?

44. Have each pupil write an essay, using notes from this and the previous unit, on this question: Which method of planting colonies (the English or Spanish) was more profitable for the crown? Have several pupils read their essays aloud and then have the class discuss them.

45. As an introduction to Indian-white relations at Plymouth, have the pupils who investigated Squanto describe what he taught the Plymouth settlers. Then ask the class how Squanto learned the knowledge he

Morison, Old Colony of New Plymouth and other library resources.

S. Generalizes from data.

S. Generalizes from data.

had. Have pupils try to make as many inferences about the culture in which Squanto was raised as is possible from their knowledge of him and his lifeways. Have them compare and contrast their inferences with the culture of the eastern woodland Indians they know best, the Iroquois.

Have the pupils who investigated Plymouth's relations with Massasoit describe them to the class. Have the class ask as many questions as they need to understand Indian-white relations at Plymouth.

46. Have each pupil write an essay in which he explains why the settlers at Jamestown and Plymouth resorted to armed conflict with the local Indians.

Have some pupils read their essays to the class. Discuss the reasons for the Indian-white clash in the early years of English settlement of North America. Conclude the discussion on this question: Could the Indians and whites have learned to live together peaceably, considering the goals of both groups.

47. Compare and contrast with the class Spanish vs. English treatment of New World natives. Consider such points as: armed conflict, negotiations, use of Indian labor, use or abuse of Indian folkways, conversion attempts, differences in social-cultural levels of the Indians involved, etc.

48. Compare and contrast with the class French vs. English treatment of the New World natives, using points of #47 above. Then discuss: Why is it easier to compare the French and English treatment of the Indians than the Spanish and English treatment of Indians?

. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

II. England's colonies reflected the religious controversy within the mother country as well as England's rise to power as the dominant Protestant force in Europe.

A. The Virginia colony, settled by adherents of the Anglican Church, reflected the religion of the majority of Englishmen.

1. The settlers accepted the established church with the King as head.

2. They practiced their religion as they had in England. Religion was a dominant force in everyday life, affecting their attitudes toward life and death, work and play, child-rearing, etc.

B. The Massachusetts settlement, founded by dissenters, reflected those elements who hoped to "purify" or change the Anglican Church.

1. Congregational style churches were founded; they differed both in organization and in physical plant from the Anglican Church.

2. Religion was a dominant force in everyday life, affecting attitudes toward life and death, work and play, child upbringing, etc.

49. As an introduction to the section on religion, have pupils quickly check the material already used and compile a list of names on the blackboard which the various authors use to describe the groups which settled Jamestown and Plymouth. They will probably find that generally the Jamestown settlers are referred to as Englishmen or Virginians and that the Plymouth settlers are usually called Pilgrims, or Separatists, rather than Englishmen. Ask: Do you know why this distinction is made? If necessary, have pupils investigate to find out why it is made. Also have them check to see what the settlers called themselves. They should consult Smith, Bradford, Mayflower Compact, etc. Also have them try to find pictures of the settlers to see what kinds of clothing they are represented as having worn.

50. Have the pupils look at either the model created by the students (activity #11) or at the pictures available from the Jamestown and Plymouth restorations to see what kind of church (location, exterior and interior facades, etc.) it had and how important it was to the settlement.

n on religion, have pupils quickly and compile a list of names on authors use to describe the groups outh. They will probably find ttlers are referred to as Englishmen uth settlers are usually called than Englishmen. Ask: Do you le? If necessary, have pupils in- made. Also have them check to see ves. They should consult Smith, . Also have them try to find what kinds of clothing they are	Use texts and: Smith, Captain John Smith's America. Bradford, History of the Plymouth Settlement.
he model created by the students s available from the Jamestown and t kind of church (location, ex- .) it had and how important it was	Use Plimouth Plantation and Jamestown materials. Also Jamestown Virginia. Pamphlet of National Park Service, U. S. Gov't. Printing Office, 1952; Fishwick, Jamestown; Zinor, Pilgrims and Plymouth Colony.

S. Skims to locate information.

S. Gains information by listening.

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

III. While Seventeenth Cen
ments of Sixteenth Ce
colonies reflected ho
Spanish colonial patt

S. Skims to locate information.

A. The King-colony re
king-colony relati
Century Spanish ki
Century English ki

II. While Seventeenth Century England hoped to rival the achievements of Sixteenth Century Spain in the New World, England's colonies reflected homeland political patterns rather than Spanish colonial patterns.

A. The King-colony relationship differed from the Spanish king-colony relationship just as the power of 16th Century Spanish kings differed from the power of 17th Century English kings.

51. Have the pupils who have read Dear Bought Land and Shaw's Fortune check to find evidence of religion in the everyday life of the Virginia colony. Have the persons who read Morison, check into his discussion of the Puritans' religion. Have the rest of the class check sources such as John Smith, Bradford, et. al. to see what examples they can find.

Morison, Old Colony of New Plymouth.
Smith, Captain John Smith's America.
Bradford, History of Plymouth Settlement.
Latham, Dear Bought Land.

Have pupils report their findings to the class. Make certain that they understand that religion was important in everyday life whether one was Anglican or Puritan.

52. The teacher should give an informal talk explaining the differences between Anglicanism and the Puritans. While the differences are to be explained, make certain that pupils are also given examples of the many similarities. Also explain why the religion of the Englishmen, whether it be High Church or Puritanism, is different from that of the French and the Spanish.

53. Ask: Why did the English king, unlike the Spanish king, permit the dissenters to migrate to the New World? Discuss the reasons why the dissenters were willing to settle a colony but why such a settlement could be a threat to the crown's authority.

54. Have tne pupils skim all available materials to see what relationships the English king had to the colonies. Give them help in finding as many examples of king-colony relations as possible.

Use all resources.

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

S. Generalizes from data.

B. The various forms of local governm reflected the English mainland tra

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

S. Generalizes from data.

:ous forms of local government in the English colonies
:d the English mainland traditions.

Then discuss the relationship of the English kings to the colonies in the seventeenth century. It will be necessary for the teacher to provide informally additional history, such as how the Civil War affected crown-colony relations and how the change in the power of the crown affected its relations to the colony.

55. Have pupils write an essay, using notes from Units II and III, comparing and contrasting English and Spanish crown-colony relations. Have some pupils read their essays to the class and have the class discuss this relationship. Then compare the English kings with the French kings.

    Discuss: Were the English colonists freer than the Spanish or French to develop their own colonial governments? Elicit as much discussion from the pupils as possible. The teacher might then tell the class about some of the opinions of historians on the subject.

Culminating Activities

56. Have the class make a blackboard chart comparing and contrasting the Spanish and the English colonial patterns.

G. The migration of peoples from one part of the world to another also involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

57. Have the class make a blackboard chart, comparing and contrasting French and English colonial patterns.

58. Discuss: Which nation gained the most in the New World: Spain, France, or England? Why? Discuss such points as areas acquired, resources of the areas acquired, the populations of the area before and after acquisition, the growth of the colonies, etc.

59. Give the class three lists of Spanish, French, and English place-names in 16th and 17th century North America. Have pupils explain what aspects of the colonizers' culture these names reflect.

BIBLIOGRAPHY

Books

Bradford, William.
History of Plymouth Settlement.
John McBride, 1909.

Fishwick, Marshall.
Jamestown, The First English Colony.
American Heritage, 1965.

Gardner, William, Beery, Robert, and Olson, James.
Case Studies in American History, vol. 1.
Allyn Bacon, 1968.

James, ed.
Three Visitors to Early Plymouth,
(Plimouth Plantation Publication).

Latham, Jean Lee.
Dear Bought Land.
Harper, 1957.

Morison, Samuel Eliot.
The Story of the Old Colony of New Plymouth.
Kwopf, 1956.

National Park Service.
Jamestown, Virginia.
Washington D.C.: U.S. Government Printing Office, 1952.

Rutman, Darrett B.
Husbandmen of Plymouth: Farms and Villages in the Old Colony, 1620-1692.
Boston: Beacon Press, 1967.

Smith, John.
Captain John Smith's America. (Paperback).
Harper.

Tunis, Edwin.
Colonial Living.
Cleveland: World, 1957.

Tunis, Edwin.
Shaw's Fortune, The Picture Story of a Colonial Plantation.
World, 1966.

Ziner, Feenie.
The Pilgrims and Plymouth Colony.
American Heritage, 1961.

II. Articles

American Heritage, vol. IX, #6,
Oct., 1958, pp. 28-33, 110-111.